DOCUMENT RESUME

ED 074 316 AC 014 232

AUTHOR Hamil, Marifloyd; And Others

TITLE Four-H Leadership Training Needs of Tennessee Agents,

1970.

INSTITUTION Tennessee Univ., Knoxville. Agricultural Extension

Service.

PUB DATE Jan 73

NOTE 58p.: Research Summary of a Graduate Study: Extension

Study 37, S.C. 823

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS *Adult Leaders: *Educational Needs: *Extension

Agents; Extension Education; *Leadership Training; Self Evaluation; Surveys; Tables (Data); Technical

Reports; Youth Clubs; *Youth Leaders

ABSTRACT

A study was conducted comparing the self-perceived training needs of Tennessee county extension agents with their training needs as perceived by their district supervisors. Factors considered were supervisory district, sex of worker, percent of time devoted to 4-H work, and years of tenure with the Tennessee Extension Service. Questionnaires were completed by 345 Tennessee county extension agents and by 15 district supervisors on 11 adult and 6 junior leadership training needs. Agents were asked how well-trained they considered themselves in adult and junior leadership, and supervisors were asked how well-trained their agents were. Both groups were asked to indicate three priority training needs. Results showed that: (1) district supervisors gave lower ratings to their agents on all items than the agents gave themselves; (2) comparison on district and sex-of-worker bases yielded only a slight degree of disagreement on self-perceived needs; (3) male agents more frequently rated themselves "not very" well trained in junior leadership than did female agents: (4) supervisors in general selected more priority needs in adult leadership training than dia the agents; (5) agents felt that the junior leadership priority needs were of greater importance than did the supervisors; and (6) as the percent of time devoted to 4-H work increased, so did the proportion of agents indicating adult leadership priority needs. (KM)

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Extension Study No. 37 S. C. 823 A Research Summary
of a
Graduate Study

1970 FOUR-H LEADERSHIP TRAINING NEEDS OF TENNESSEE AGENTS

Marifloyd Hamil, Cecil E. Carter, Jr. and Robert S. Dotson

AGRICULTURAL EXTENSION EDUCATION

AGRICULTURAL EXTENSION SERVICE

THE UNIVERSITY OF TENNESSEE

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1970 FOUR-H LEADERSHIP TRAINING NEEDS OF TENNESSEE AGENTS

bу

Marifloyd Hamil, Cecil E. Carter, Jr., and Robert S. Dotson

December 1972*

ABSTRACT

In this study the self-perceived training needs of Tennessee County Extension Agents were compared with the training needs as perceived by their district supervisors in the areas of adult and junior leadership training. Factors considered in this study were: (1) supervisory district, (2) sex of worker, (3) percent of time devoted to 4-H work, and (4) years of tenure with the Tennessee Extension Service.

Questionnaires were completed by 345 Tennessee county Extension agents and by 15 district supervisors on 11 adult and 6 junior leadership training needs. The data collection instrument was developed by The University of Tennessee Agricultural Extension Education Department in collaboration with the 4-H Department and the 1970 Committee on 4-H Inservice Training Needs.

The part of the questionnaire with was used in the study dealt with how well-trained the agents considered themselves to be in the areas of adult and junior leadership training. Also, district supervisors indicated



^{*}Date of completion of an M. S. degree thesis by Marifloyd Hamil on which this summary is based.

how well-trained they felt their agents were as a whole on each of the adult and junior leadership items. The agents and supervisors were asked to indicate three priority training needs to be chosen from the entire survey.

Data obtained from the completed questionnaire were tabulated according to a weighted value basis. Average ratings were calculated. Numbers and percents were calculated separately in certain categories. Percentages were based on the total number responding to each item.

Findings disclosed that the district supervisors gave lower ratings for their agents on all adult and junior leadership training items than the county Extension agents gave themselves. In all cases the men and women district supervisors' ratings of their agents in the areas of adult and junior leadership training were more similar than different. The data indicated that there was only a slight degree of disagreement concerning the self-perceived adult and junior leadership training needs when the county Extension agents were compared on district and sex of worker bases. However, with respect to junior leadership training the men agents more frequently rated themselves "not very" well-trained than did the women agents.

The "O to 25 percent of time devoted to 4-H group" more frequently ranked both adult and junior leadership training needs as being more critical than was true for the "25 to 75 percent" or the "75 through 100 percent" groups.

The data indicated little difference in training needs of agents in the areas of adult and junior leadership training needs on the basis of tenure with the Tennessee Extension Service.

The district supervisors' perception of the agents' priority training needs indicated that the supervisors, in general, selected more priority needs in the adult leadership training area than agents selected in this area. On the other hand, the county Extension agents felt that the junior leadership priority needs were of greater importance than did the district supervisors.

The data indicated that, as the percent of time devoted to 4-H work increased, so did the proportion of agents indicating adult leadership priority needs.

Recommendations for use of the findings and for further study were made.

RESEARCH SUMMARY*

I. PURPOSES AND SPECIFIC OBJECTIVES

Purpose

The overall purpose of this study was to assess the self-perceived training needs of county Extension agents in the areas of adult and junior leadership training and to compare these self-perceived needs with agent needs as perceived by district supervisors. Attention also was given to some of the factors which might influence the perception of these needs. Factors considered were: (1) supervisory district, (2) sex of worker, (3) proportion of time devoted to 4-H programs, and (4) years of tenure.

Specific Objectives

The specific objectives of the study were as follows:

- To identify and compare the adult and junior leadership training needs of county Extension agents as perceived
 (a) by the agents themselves and (b) by their district supervisors.
- To compare both the adult and junior leadership training needs of county Extension agents by Extension supervisory district.



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- 3. To compare both the adult and junior leadership training needs of county Extension men and women agents.
- 4. To compare both adult and junior leadership training needs of county Extension agents according to the percent of time devoted to 4-H programs.
- 5. To compare both the adult and junior leadership training needs of county Extension agents by years of tenure with the Tennessee Extension Service.
- 6. To compare priority adult and junior leadership training needs of county Extension agents as perceived by the agents and by the district supervisors.
- 7. To compare the priority adult and junior leadership training needs of county Extension agents by supervisory district, by sex, and by percent of time devoted to 4-H programs.

II. METHOD OF INVESTIGATION

Population and Sampling Procedure

The population in this study consisted of 345 Tennessee county

Extension agents in the 95 counties, and their 15 district supervisors
representing the five Extension districts.

The data collection instrument was developed by The University of Tennessee Agricultural Extension Education Department in collaboration with the 4-H Department and the 1969-1970 Committee on 4-H Inservice Training Needs. This questionnaire was mailed to 350 county Extension agents and 15 district supervisors. All were completed, but five of those done by agents were not usable. Therefore a total of 345 agent



surveys were available for summary. All 15 of the district supervisors' questionnaires were returned and were in usable form. The portion of the questionnaire which was used in this study dealt with how well-trained the agents considered themselves to be on eleven adult and six junior leadership training items. The agents were asked to indicate the percents of time which they devoted to 4-H programs, district supervisors were asked to indicate how well-trained they felt their agents were as a whole, not individually, on each of the eleven adult and six junior leadership training needs.

County Extension agents and supervisors also were asked to indicate the three training needs in the entire survey which they considered to be their greatest priority training needs.

Another source of data consisted of biographical data sheets for each agent in the Agricultural Extension Education Section files at The University of Tennessee. Number of years of work experience with the Tennessee Extension Service was the only experience considered in computing tenure.

III. METHOD OF ANALYSIS

The information obtained from the completed questionnaires was tabulated on a weighted value which was arbitrarily assigned. The weighted values were: 1.0, "not very"; 2.0, "Fairly"; and 3.0, "very" well-trained. These values were used in calculating average scores for each of the eleven adult and six junior leadership training needs, and these scores were then placed in rank order. The average rating



for each of the items was calculated by multiplying the assigned values by the number of Extension agents responding in each response category. The resulting number was divided by the total number of Extension agents. The highest score was ranked number 11 for adult leadership and number 6 for junior leadership training needs, these being the total numbers of items in the respective categories. The lowest score was ranked number one in importance. Numbers and percents were calculated separately for men and for women agents and for the total group of agents together according to percents of time devoted to 4-H and by supervisory district. Percentages were based on the total number responding to each item and were rounded to the nearest whole number.

IV. MAJOR FINDINGS

Major findings will be presented under group headings related to the objectives of the study.

Agents' Self-Perceived Adult and Junior Leadership Training Needs Compared With District Supervisors' Perception of Agents' Needs

- 1. District Supervisors gave lower ratings on all adult leadership training needs than did the county Extension agents, both of these ratings being in terms of the agents' needs.
- 2. District supervisors' ratings on all junior leadership training needs of agents were slightly lower than the agents' self-perceptions of their own training needs. This difference was less distinct than the disparity between the two groups with respect to adult leadership needs cited above.



- 3. District supervisors rated more adult leadership training needs of agents in the "not very" well-trained range, than did the agents themselves.
- 4. District I supervisors tended quite consistently to rate their agents somewhat higher than other district supervisors rated their agents on adult leadership training needs.
- 5. Both for adult leadership and junior leadership training needs of agents, men supervisors' and women supervisors' ratings were marked more by similarity than by difference.

Comparison of Adult and Junior Leadership Training Needs as Self-Perceived by County Extension Agents, According to District

A comparison of county Extension agents' self-perceived adult and junior leadership training needs on a district basis revealed no more than very slight disagreements.

Comparison, by Sex, of Self-Perceived Adult and Junior Leadership Training Needs of County Extension Agents

Self-perceived adult leadership training needs of men and women county Extension agents were essentially similar. With respect to junior leadership training needs, the men agents more frequently rated themselves "not very" well-trained than did the women agents.

Comparison of Self-Perceived Adult and Junior Leadership Training Needs of Agents, by Percent of Time Devoted to 4-H Programs

 On no adult leadership training need were the rankings of selfperceived needs of the different percent of time devoted to 4-H agent groups the same.



- 2. There was a tendency on the part of the 0 to 25 percent of time devoted to 4-H group to rank both their adult and junior leadership training needs as being more critical than was true for the 25 to 75 percent or the 75 through 100 percent groups.
- 3. In Districts I and III the 0 to 25 percent group of agents apparently did not feel as well-trained on the junior leadership training needs as did agents in the same percentage of time devoted to 4-H groups in the other three districts.

Comparison, by Tenure Period, of County Extension Agents' Self-Perceived Adult and Junior Leadership Training Needs

- 1. There was a noticeable decrease in level of self-perceived training adequacy for the two longest tenured agent groups (i.e. 26 to 30 and 31-plus years categories) on junior leadership training needs.
- In general, the different tenure groups were quite similar in their perception of training needs in both adult and junior leadership training areas.

Comparison of Self-Perceived Adult and Junior Leadership Priority Training Needs of Agents with District Supervisor's Perception of the Agents' Needs

- 1. Although the numbers involved were relatively small, there seemed to be a tendency for district supervisors, in general, to select more priority training needs in the adult leadership training area than were selected by agents.
- Almost one-half of all possible 4-H priority training needs were selected by the district supervisors in the adult leadership training area.



3. It was apparent that county Extension agents felt that junior leadership priority needs were of comparatively greater importance than did the district supervisors.

Comparison of Adult and Junior Leadership Training Needs of County

Extension Agents by Supervisory District, by Sex, and by Percent of

Time Devoted to 4-H Programs

- 1. Adult leadership priority training needs were selected more frequently by women than by men agents.
- 2. Larger percents of agents in District V selected priority training needs in both the adult and in the junior leadership training areas than did agents in the other four districts.
- 3. Agents in District IV selected fewer adult leadership priority needs than agents in other districts, and agents in District II selected fewer junior leadership priority needs than did agents in other districts.
- 4. As the percent of time devoted to 4-H work increased, so did the proportion of agents indicating adult leadership priority needs.
- 5. More agents, 37 percent, selected adult leadership priority training needs than selected junior leadership priority needs (10 percent).

V. IMPLICATIONS AND SUGGESTIONS

Underlying both the broad purpose and the specific objectives of this study was the serious intent to contribute knowledge and under-' standings which will be valuable in developing meaningful and significant training programs for Extension agents. In line with this intent, the



following implications and recommendations are presented.

- 1. <u>District supervisors need to be aware of the self-perceived</u> training needs of their agents.
 - (a) Inservice training need inventories should be completed at periodic intervals, probably no less frequently than every other year. Such inventories should focus on specific areas of concern both to agents and to supervisors. There should be some structure for regular discussion between agents and supervisors concerning training needs seen as vital.
 - (b) Certainly, vital involvement of agents in the planning and development of inservice programs should be continued. In such planning, care should be taken to include ideas from agents representing different tenure periods, different time commitments to 4-H, as well as both sexes.
- 2. Supervisory 4-H inservice training programs should be developed specifically with the needs of district supervisors in mind. In the past it has likely been that supervisors involvement in inservice training has been focused primarily on their responsibility for facilitating agent involvement.
- 3. There is no clear-cut evidence from the current study indicating a crucial need to take unique district characteristics in mind in the development of inservice training programs.
- 4. Inservice training should be a continuous and systematic process.

 The tendency toward slightly lower self-perceptions of training adequacy among agents with longer periods of tenure points to this need.



- 5. The tendency toward lower training adequacy self-ratings among agents with less than 25 percent of their time devoted to 4-H work indicates the need for special thought to be given this group in terms of inservice training.
- 6. The apparent tendency for agents to give greater emphasis to junior leadership priority needs than did supervisors, as well as men agents' lower self-adequacy ratings in this area, suggests the desirability of giving particular attention to seeking a proper balance between adult and junior leadership training programs.

Suggestions for Further Study

- Inasmuch as the findings in the current study are based on relatively small numbers in many instances and refined statistical tests of significance have therefore not been utilized, it seems important to follow up with research which does make such tests possible.
- 2. Along with the above recommendation would be seen the need to control factors which were not taken into account in the current study and to isolate more carefully those influences which were considered here. For example, it would be interesting to look at the influence of (a) types of education and training and (b) background of professional experience prior to the period of 4-H involvement.
- 3. In terms of district supervisors' involvement in and influence on 4-H programs, a study which considers the effect of the supervisor's past involvement with 4-H related activities and



programs and attitudes toward 4-H might be helpful, particularly in the selection of supervisors, if there is interest in the impact supervisors may have on program development in their district.

4. Data in other training areas of the agent 4-H inservice training needs inventory should be studied to analyze and determine non-leadership 4-H training needs in a similar way to the present investigation. This would be true for data collected in the 1969-1970 survey and future surveys as well.

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TABLE I

AVERAGE ADEQUACY RATINGS* AND RANKINGS** OF ALL TENNESSEE AGENTS
ON SELECTED ADULT LEADERSHIP TRAINING NEEDS AS SEEN BY
AGENTS AND SUPERVISORS

	lt Leadership ining Need	A11 Age (N=345)	Supervi (N=1	5)
IFA	ining weed	Av. Rat.	Rank	Av. Rat.	Rank
1	Know how to identify and recruit adult volunteer leaders.	1.7	1	1.0	1
	Able to select, train, and work with advisory and action committees	1.7	1	1.2	3
	Able to write descriptions of tasks willing to turn over to adult volunteer leaders	1.8	2	1.1	2
	Know how to train adult volunteer leaders	1.8	2	1.1	2
8	Know how to utilize and supervise adult volunteer leaders	1.8	2	1.1	2
	Know what adult volunteer leaders need to know	2.0	3	1.0	1
	Able to perform leadership cole effectively	2.0	3	1.0	1
q	familiar with numbers and quality of different kinds of leaders	2.0	3	1.8	6
	Mnow the history of leader-	2.0	3	1.7	5
). H	ave a working definition of he term "leadership"	2.2	4	1.7	5
	nderstand professional .	2.4	5	, 1.6	4
C	ombined Average Ratings	1.9	. _	1.3	•

^{*}Weighted values were assigned to the different categories of perceived training adequacy as follows: "not at all" well-trained - 0.0 to 0.5, "not very" well-trained - 0.5 to 1.5, "Fairly" well-trained - 1.5 to 2.5, and "very" well-trained - 2.5 to 3.0.

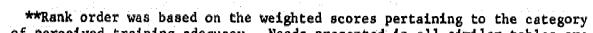




TABLE 11

AVERACE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY EXTENSION AGENTS FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS, BY DISTRICT AND STATE TOTALS, AS SEEN BY DISTRICT SUPERVISORS

	State Total	181	District I	1 10°C	District II	t 11	District III	E III	District IV	t IV	District	> 10 K
Mount Leadership Training Need	Av. Rat.	Rank	Av. Rat.	Renk	Av Rar	Penk	1 Part 1	<u>ا</u> ـ	(N=3)	ı	(N=3)	0
1. Know bow to identify and recruit adult volunteer leaders	0.7	-	-	1			No.	ZGDX	W. Car	AE SE	Av. Rat.	Renk
2. Able to select, train, and work with	•		:	-	0		0.1	-	1.0	a	1.0	
advisory and action committees	1.2	m	1.7	,-	r T	ŗ			2 -			
3. Able to write descriptions of tasks willing	:			ŗ) •	4	9	-4	0.1	-	1.0	~
to furn over to adult volunteer leaders	1.1	8	1.3	64	0.7		, <u>c</u>		•			
4. Enow how to train adult volunteer leaders	1.1	N	1.3	~	-	٠ -				-	0.1	-
5. Know how to uttifize and supervise adult	•			•	?	4	2.	-	e.	m	1.0	~
Walunteer leaders	1.1	2	1.3	~	e.	~	c			,	,	
b. Know what adult wolunteer leaders need	•					,	;	.	9	=	1.0	÷
	1.0	1	1.0	-	1.0		0.7	-		•		
.7. Able to perform leadership role)	•			1.1	M
	9.1	4	2.0	4	1.7	N	1.0		1.7	4	÷	*
different kinds of leaders	ā			1					•	٠.		ŧ,
9. Know the history of leadership	2	•	7.7	ņ	 	7	1.7	71	2.0	ν,	1.7	4
cooperation in the county	1.7	47	F-1			. •						
IO. Have a working definition of the					/: 1	7)	1.7	~	1.7	3	1.3	m
term leadership.	1.7	v,	5.0	4		e	-	·	´ :			
II. Understand professional leadership role	1.6		F.	٨	· -	, ,			, ,	.	1.3	m
Combined Average Rating	4-1			i	;	7	1.7	7	1.7	4	1.7	4
	. *	,	?	1	-1	1	٠.	•	7			

TABLE III

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY EXTENSION AGENTS FOR ADULT LEADERSHIP TRAINING NEEDS AS SEEN BY MEN DISTRICT SUPERVISORS AND

	State Totals (N=15)	otals .	Men Supervisors (N=10)	isors	Women Supe	Supervisors
Adult Leadership Training Need	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to identify and recruit adult volunteer leaders	1.0	Ħ	1.0	1	1.0	. 4
2. Able to select, train, and work with advisory and action committees	1.2	m	1.0			4
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders		. 7	1.0	H	r- 	. 2
4. Know how to train adult volunteer leaders	1.1	2	1.0	-	1.1	2
5. Know how to utilize and supervise adult volunteer leaders	1.1		1.1	8	1.1	8
6. Know what adult volunteer leaders need to know	r.	8	1.0	7	1.2	ო
7. Able to perform leadership role effectively	1.6	4	1.8	· v	1.4	
8. Familiar with number and quality of different kinds of leaders	1.8	; ; •	2.0	٠ō٠	1.7	
'9. Know the history of leadership cooperation in the county	1.7	5	1.8	'n	1.6	9
10. Have a working definition of the term "leadership"	1.7	'n	1.6	4	1,7	
11. Understand professional leadership role	1.6	, S	1.4	m	1.7	7
Combined Average Rating	1.4	ì	1.3	, 1	1.4	1

TABLE IV

AVERACE ADEQUACY RATINGS OF ALL TENNESSEE COUNTY EXTENSION AGENTS, BY DISTRICT AND BY STATE TOTALS, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS

Adult Leadership Training Need	State Total (N=345) Av. Rat. Rank	District I (N=90) Av. Rat. Rank	District II (N=91)	trice M=55)	District IV (N=39)	District V (N=70)	r
In Know been address of		1	700 F	AV. Kat. Renk	Av. Rat. Rank	Av. Rat. Rank	
Volunteer leaders							
2. Able to select, train, and work with	7 /-1	1.7	2.0	1.5	1.7 2	1.7	
Advisory and Action committees	1.7	1.7	8.1	1.6		ı	
to turn over to adult volunteer leaders	9	•			0.1	1.8	
4. Know how to train adult volunteer leaders	1.8	m :	1.9	9.1	8.	1.7	
5. Know how to utilize and supervise		7	1.9	1.7 3	1.8 3	1.8 2	
6. Know what adult volunteer leaders	1.8	1,9	1.9	1.7 3	1.8	a ÷	
to know		•				•	
7. Able to perform leadership role effectively	2.0	m .	2.2	2.1 6	1.8	2.0	
, -8. Familiar With number and quality of		4.	2.2	2.0	1.8	2.4	
9. Know the history of leadership	2.0	2.0 4	2.0	2.0 5	1.9	2.2 \$	
10. Have a working definition of the	2.0	5.0	2.2	2.0 5	7 6.1	2.1 4	
lt. Understand professional leadership role	2.2	2.2	2.3	2.2 7	2.0	2.3	
Combined Average Rating		4. C	2.5 6	2.4 8	2.1 6	2.5 8	
			2.1	1.9	8.4	2.0	

TABLE V

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY HEN EXTENSION AGENTS, BY DISTRICT, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS

	State Total	11	District 1	Ħ	District II	11 1	District II (N=29)	11 2	District IV (N=24)	1 IV	District V (N=43)	let V
Adult Leadership Training Needs	Rat.	Park	Av. Rat.	Kank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Ret.	A .
1. Know how to identify and recruit adult volunteer leaders.			1.5	٠ 🚚	2.2	'n	9.1	- -	1.9	, m	1.6	-
2. Able to select, train, and work with advisory and action committees	1.8	=	8.1	7	7.0	m	9.1		1.7		9	N
3. the to write descriptions of tasks willing to turn over to adult volunteer leaders	1.8	· =	1.8	8	5.0	m	1.6	-	2.1	٠,	9*1	. **
4. Know how to train adult volunteer leaders	1.8	-	1.8	7	1.8	.	1.6	-	2.0	4	1.8	~
5. Know how to utilize and supervise adult volunteer leaders	1.8		2.0	t	1.9	7	1.6		2.0	4	1.6	-
6. Know what adult volunteer leaders need . to know	1.9	·N	8.1	7	2.3	vo	2.0	. m	9.1	74	8.1	8
7. Able to perform leadership role effectively	2.0	۳	1.9	m	2.2	'n	1.9	. ~	4	~	2.3	4
8. Familiar with number and quality of different kinds of leaders	5.0	m	1.9	m	2.1	4	2.0	. 17	2.0	4	2.3	4
9. Know the history of leadership cooperation in the county	5.0	m	8:	N	2.1	4	2.2	4	2.0	4	2.2	М
10. Have a working definition of the term "leadership"	2.5	4	2.0	4	2.4	7	2.0	m	2.2	w	2.3	4
- II. Understand professional leadership role	2.2	4	2.2	'n	2.5	90	2.0	m	2.1	'n	2.3	4
Combined Average Rating	6.1	,	1.9	•	2.1	1	8.	1	2.0	ı	2.0	1

TABLE VI

AVERAGE ADDQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY NOMEN EXTENSION ACENTS, BY DISTRICT, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS

	SCATO TOTAL (N=149)	District I	≓ .	District II	District III	TQ.	A1 :	District V	Ct. V
Agust Leadership Training Reed	Av. Rat. Rank	٨.	Rank	Av. Rat. Rank	Av. Rat. Renk.	Av. Ret	1	(1年27	_1
 Know how to identify and rectuit adult volunteer leaders 	9.1	œ.	·	0		ļ	d D	AV. ABC.	2
2. Able to select, train and work with		•	,	9	1.3	1.4	#	1.8	N
advisory and action committees	1.6	1.6	-	1.6	4	•	,		
3. Able to write descriptions of tasks willing			i	•	•	C:1	~	1.7	Ħ
to turn over to adult volunteer leaders	1.8 2	2.0	4	8,8	4		,		
4. Know how to train adult volunteer leaders	1.8	17	ć) 0		1.5	19	œ.	н
5. Know how to utilize and supervise adult		:	ı	7	T. G	1.6	m	1.8	N
volunteer leaders	1.8	60	ŕ	•					
6. Know what adult volunteer leaders need	i	!	,	·	7.1	5.1	7	2.0	m
to know	2.0	2.0	4	- 4	e e				
7. Able to perform leadership role			ı	•	7	1.7	4	2.2	4
effectively	2.0	2.0	4			,			
6. Familiar with number and quality of		•	•	•	o.7	60	٠	2.4	9
- different kinds of leaders	2.0								
9. Know the history of leadership		ė i	,	3	9.	1.7	4	2.0	m
cooperation in the county	2.0	2.0	4	c					
10. Have a working definition of the	•	•		7 .7		1.7	4	2.0	П
Lens "leadership"	2.2 4	2.3	. : •			,			
11. Understand professional leadership role	2.5	2.00	, p.) r	10	5.	φ	2.3	5
Combined Average Rating	, e,	ic	:		2.7	2.1	ر	2.7	~
		9	•	2.0	- C			,	

AVERAGE ADEQUACY RATINGS AND RANKINGS OF MEN AND

	A11 (N=	Agents 345)	Men (N≃	Men Agents (N=196)	Women Agents	gents
Adult Leadership Training Need	Av. Rat.	Rank	Av. Rat.	t. Rank	Av. Rat.	Rank
 Know how to identify and recruit adult volunteer leaders 	1.7		1.8			1
2. Able to select, train, and work with advisory and action committees	1.7	,, e-i	1.8	1 	9	
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	α	c		•		1
4. Know how to train adult volunteer leaders	8.1	N 01	0 6		∞ o	۲ د
5. Know how to utilize and supervise adult volunteer leaders	60		} = + a	• •	0 0	7 (
6. Know what adult volunteer leaders need) ' !	ı ,	•	4	1.8	N
to know	2.0	m	1.9	2	2.0	ო
. 7. Able to perform leadership role effectively	2.0	m	2.0	ო	2.0	•
8. Familiar with number and quality of different kinds of leaders	2.0	ന	2.0	er:) (1
9. Know the history of leadership cooperation in the county	2.0	m		, (4) त
10. Have a working definition of the term "leadership"	,	, ,	i c) \) , ,	์. ก -
11. Understand professional leadership role	2.4	i vi	7 . 6	† 4	2.2	o t
Combined Average Rating	1.9	, 1	1.9	1	0.1	n !
					\ •	!

TABLE VIII

PERCENTS OF ALL TENNESSEE EXTENSION AGENTS RATING THEMSELVES IN DIFFERENT CATEGORIES OF TRAINING ADEQUACY ON SELECTED ADULT LEADERSHIP TRAINING NEEDS (N=345)

	Degree	to Which	Degree to Which Agents Considered Selves Well Trained	dered Se	Ives Well	1104 200	
	Very	Fairly	Not	¥ CX	December 1	Tariled	
A	Well	Well	Very well	100	DOES NOT	0	٠
Full Leadership Training Need	Percent	Percent	Percent	Percent	apply	response	
1. Know how to identify and recruit adult				10000	rercenc	Fercent	•
				-			
	10	51	32	-	Ľ		
2. Able to select, train and work with				i	1	=	
	2	. 1	;	,			
	2	'n.	2	7	'n	-	
 Sole to write descriptions of and willing 		r		•		١.	
to turn over to adult volunteer leaders	91	y.	0	(
	ì	}	07	7	\	-	
	12	56	24	ç	· r	:	
. 5. Know how to utilize and supervise adult	•	•	. ·	•	•	⊣	
מינים דעסקער דעי דעסקער דעיער דעסקער דעיער דעיער דעיער דעסקער דעיער דעיער דעיער	01	61	22	¢	. <		
6. Knew what adult volunteer leaders			1	•	.	.	
to been standard transfer treates							
*O114 O2	25	. 29	13	c	٢		
7. Able to perform leadership role effectively	. α	7) I	•	1,	 -4	
1	·	7 /	`	0	-	~	
o. ramiliar with number and quality of							
different kinds of leaders	26	ας.	13		,		
9. Know the history of leadership		}	?		⊣	~	
Cooperation in the court.			•				
ייין הייין דוו רוופ כסתענא	26	55	77	2	c	-	
10. Have a working definition of the term		ž		ı		-	
	30	. 19	u u				
Indoretond and an analysis)		0			-	. 2
characteristic professional leadership role	545	51.	ന	0			0.

TABLE IX

PERCENTS OF TENNESSEE MEN EXTENSION AGENTS RATING THEMSELVES IN DIFFERENT CATE... GORIES OF TRAINING ADEQUACY ON SELECTED ADULT LEADERSHIP TRAINING NEEDS (N=196)

	Degree	to Which	Agents Considered		Solves Well Treaters	Two & 2.2.2
	Very		Not		Does not	naurus 1
Adult Leadership Training Need	Well	Well	very well	at all	apply	response
pormit odult		Terceille	reicent	Fercent	Percent	Percent
volunteer leaders	10	51		-	. u	•
2. Able to select, train and work with advisory and action committees	:		!	•	5	;
	7	10	20	 	9	0
 Able to write descriptions of and willing to turn over to adult volunteer leaders 	14	55	88 H	m	σ	
4. Know how to train adult volunteer leaders	11	54	24) -	; \ o	;··.
5. Know how to utilize and supervise adult	•		,- -	1	•	· . · ·
	11	57	23			
6. Know what adult volunteer leaders		1	}	•	ñ	n
4	25	56	· •	. -	,	ć
7. Able to perform leadership role effectively	15	7.2) d	• 6	າ ເ	> (
	<u>-</u>	!	· ·	.	v	74
ullerent Kinds of leaders	25	59	12	-	m	c
9. Know the history of leadership cooperation in the county	26	59	12	^) (1	
10. Have a working definition of the			!		า	•
dius Jagnet man	28	63	9	0	7	-
 Understand professional leadership role 	. 11	61	20	1	9	
				•		

TABLE X

PERCENTS OF TENNESSEE WOMEN EXTENSION AGENTS RATING THEMSELVES IN DIFFERENT CATEGORIES OF TRAINING ADEQUACY ON SELECTED ADULT LEADERSHIP TRAINING NEEDS (N=149)

Adult Leadership Training Need 1. Know how to identify and recruit adult volunteer leaders 2. Able to select, train and work with			ı	1	
ecruit adult work with		Not	Not		not No
ecruit adult		very well	at all	apply	response
Know how to identify and recruit adult volunteer leaders Able to select, train and work with	nt Fercent	Percent	Percent	Percent	Percent
Volunteer leaders Able to select, train and work with					
Able to select, train and work	20	34	-	۳	-
)	ו	4
advisory and action committees	92	31	٥	*	¢
3. Able to write descriptions of and willing		}		t	V
to turn over to adult volunteer leaders 20	58	17	0	· cr	
4. Know how to train adult volunteer leaders 13	58	23	c) '<	۱ , (
5. Know how to utilize and supervise adult			•	,	7
	99	20	,	7	
.6. Know what adult volunteer leaders				•	· ,
need to know 24	63	10		-	,
7. Able to perform leadership role effectively 22	7.1		• •		
y of	, 1)	>	-4	m
•	57.	15	c	c	ć
9. Know the history of leadership		ì	,	o .	٧
. cooperation in the county 28	53	16		,	,-
10. Have a working definition of the			•	4	-1
term "leadership" 34	9	\$	0	·	-
11. Understand professional leadership role 55	67	-	, () ,	4
) !	ř	4	o	-	=

TABLE XI

AVERAGE ADEQUACY RATINGS AND RANKINGS FOR TENNESSEE COUNTY EXTENSION AGENTS, ACCORDING TO PERCENT OF TIME DEVOTED TO 4-H PROGRAMS, AND SELECTED ADULT LEADERSHIP TRAINING NEEDS

		Time Desorted to / H		
	\$ - C	3		
	, 50 53%	25 to 75%	75 - 10	100%
Adult Leadership Training Need	(N=157)	(N=86)	. (N=102)	
	Av. Kat. Renk	Av. Rat. Rank	Av	100
A Anow how to identify and recruit adult	:		1	Mank
	1.5	0		
2. Able-to select, train and work with	1	1.0	1.7	-
advisory and action committee.				7
	1.5	1.8	7	1
3. Able to write descriptions of tasks willing		4 ,	7:1	~ .
to turn over to adult volunteer leaders	,			<i>(</i>
מוסומות אינייייייייייייייייייייייייייייייייייי	1.5	2.0	c	٠.;
4. Anow how to train adult volunteer leaders	7 [,		ر ب
	1.0	2.0	1.8	•
J. Andw now to utilize and supervise adult		•	;	
		٠		
A N	1.3	2.0	a -	
o. Anow what adult volunteer leaders)	9	7
need to know	,	ī		
	1.6 3	2.1	ç	. (
/. Able to perform leadership role affacting!	(1	7.0	7 7
)	2.0 5	2.0	,	
6. Familiar with number and quality of) ; ;	7.0	"
				- 3
, , , , , , , , , , , , , , , , , , ,	7 6.1	2.0		į
7. Anow the history of leadership)) N	•
cooperation in the county	•			173
	2.0 5	1.9	,	•
to have a working definition of the		1	2.4	•
term "leadership"			•	•
	2.1 . 6	2.3	c	, ,
41. Understand professional leadership role	7	•	7.7	- ·
Combined Average Rating	, c.,	5.4	2.4	2
΄Ο	1.8	2.0	ċ	3
				ı

TABLE XII

AVERACE ADEQUACY RATINGS AND EANTINGS OF IENNESSEE COUNTY EXIENSION ACENTS HAVING LESS THAN 25 PERCENT RESPONSIBILITY FOR COUNTY 4-8 WORK, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS, BY STATE AND DISTRICT TOTALS

	State Total	163	District I	1	District II	11 :	District III	111	DI STATE	2	i		
Adult Leadership Training Reed	Av. Rat.	Rank	Av. Rat.	S) Renk	Av. Ret	1	(N=22)	8	(N=11)		(N=32)	٠ د	:
1. Know bow to identify and recruit adult							- No.	Y DE	Av. Rat.	Rank	Av. Kat.	Kenk	
Volunteer leaders	1.5	7	. ⊒	-	o;		-						
2. Able to select, train, and work with				ı)	n	7		4.1	-	1.7	7	٠,
. Advisory and action committees	1.5	8	1.4		ŗ	•						. ,	٠,
3. Able to write descriptions of tasks willing				,		7	1.3		1.4		2.0	4	
to turn over to adult volunteer leaders	1.5	8	5.7	,	4								•
4. Know how to train adult volunteer leaders	4	,		, ,	9 1	-	 	4	9.	М	7.1	=1	
5. Know how to utilize and ennermine	•	1	?	-	1.7	6	1.5	m	B: 7	4	1.7	8	
adult volunteer leaders		-	•	-)	
6. Know what adult wolunteer leaders		•	?	-		m	4.1	N	1.6	7	1.8	m	
need to know	1.6	61		4									
7. Able to perform leadership role			•	٠.		ī	2.5	ø.	1.6	M	1.4	=	•
errectively	2.0	~	6:1	4	- 2			•					
8. Familiar with number and quality					;	١.	-	٥	9:1	C4	2.5	~	
o Factor Kinds of Leaders	1.9	4	1.9	4	1.9	ď	2.2	ve		,	•	,	
Cooperation in the course	. (,)	•	7	9	J	
10. Have a working definition of the	5	^	2.0	~	2.2	9	2.2	9	1.1	m	2.2	,	
tern "leadership"	2.1	·	•		4	i				ż	1		
II. Understand professional leadership role		, ,	: :	9 1		_	2.1	~	9.1	~	2.4	•	
Combined Average Rating	; ;		, i		4.	a	4.	50	1.8	4	7.4	٠	
	•		1.7		6. H	ı	1:9		9.1	,	5.0	. •	

TABLE XIII

AVERACE ADEQUACY RATINGS AND RANKINGS OF TERNESSEE COUNTY EXTENSION AGENTS DEVOTING 25 TO 75 PERCENT OF THEIR TIME TO 4-H WORK, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS, BY STATE AND DISTRICT TOTALS

	State Total	Total 6)	District I	(ct 1	District II	11	District III	111 4	District	# IV	District V	>
Adult Leadership Training Need	Av. Rat.	Renk	Av. Rat.	Rank	AV. Kat.	Kank	Av. Rat.	Renk	Av. Rat.	Renk	Av. Rat.	Rank
 Know how to identify and recruit adult wolunteer leaders 	80		1.7		£.	4		, .		,		
2. Able to select, train and work with advisory and action committees	1.8	-	2,0	3) -	 • =		4 (N 6	e · ·	- ,
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	2.0	m	2.1	· •	, m	. 4		٠ -	, c	۰ ،		(
4. Know bow to train adult volunteer leaders	2.0	, m	2.3	7	ďĄ.		5.0	. 4		t "		v •
5. Know how to utilize and supervise adult volunteer leaders	2.0	n	2.4	90	5.0		-	, 64		, .	3 6	n (
6. Know what adult wolunteer leaders need to know	2.1	4	1.9	eή	9.	عب ر		, ,	: :	, -	9 (ń .
7. Able to perform leadership roles effectively	2.0	m	6.1	· • •		۰ ۵		٠ ،	: :	٠ ,	7. (•
8. Familiar with numbers and quality of different kinds of leaders	2.0	m	5.0) -37		,		, ,	e (N .	r) (n i
9. Know the history of leadership cooperation in the county	6,1	. 4	1.6	-	5.0	, ,		, ,	9 6	, 4	n d	n ,
10. Bave a working definition of the term "leadership"	2.3	'n	2.2	· •	2.3	1 4		۰ بو	2, 2	, ,) r	n 4
11. Understand professional leadership role	7.4	•	2.4	80	2.4	*	2.3		2.3	٠ •	;) (
Combined Average Ratings	2.0	l .*	2.0	•	2.2	ı	5 .0	1	1.9		3.1	, ,
										٠		

TABLE XIV

AVERACE ADEQUACY RATINGS AND RANGINGS OF TENNESSEE COUNTY EXTENSION AGENTS
DEVOTING FROM 75 THROUGH LOO PERCENI OF THEIR THE TO 4-H WORK, FOR
SELECTED ADULT LEADERSHIP TRAINING NEEDS,
BY STATE AND DISTRICT TOTALS

Actic Leadership Iraining Need	Av. Rat. Ra	rei) Rank	District (N=22) Av. Rat. R	ct 1 22) Rank	District (N=23)	3) 11	District III (N=20)	111 (0)	District IV (N=12)	# G	District V	> 2
1. Know how to identify and recruit						1	AV. Kat.	Nunk Nunk	AV. RAE.	Rank	Av. Rat.	Rank
Z. Abie to select, train, and work with	1.7	=	1.7	8	1.9	8	· 4.	~	1.8	. 81	1.7	, (, (
3. Able to write descriptions of tasks willing to turn over to task.	1.7		9.1	-	8.	-	1.6	8	1.7	4	1.7	
4. Know how to train aduit volunteer leaders	2.0	ლი	1.9.	d to	2.0	, m ,	2.0	φ.	1.9	ET.	2.0	74
or mine now to utilize and supervise adult volunteer leaders 6. Know what adult volunteer leaders	8.1	7	2.0	۰	2.0	7 M	1.7	m m	8: 1:	M M	7.1	
Reed to know 7. Able to perform leadership roles	2.0	e	2.0	νή	7.7	4	8.	4	2.0	4	2.0	. ~
8. Familiar with numbers and quality of different kinds of leaders	5.0	e	2.0	'n	2.3	'n	1.9	•	2.1	'n	2.1	m
9. Know the history of leadership cooperation in the county	0.0	m (5.0	9	2.0	т	2.2	^	5.4	m	2.1	m
10. Eave a working definition of the term "leadership"	D. 7	m	. 5.0	'n	۳. د.	5	2.0	ø	6.1	т	1.7	-
11. Understand professional leadership role	n 4.	4 N	2.5	₩ F	4.4	'vo r	2.5		64 60	, s	2.2	4
Compined Average Ratings	2.0	,	2.0	• • .	2.1	` 1	2.3	5 9	2.3	v 1	2.5	• ,

TABLE XV

AVERAGE ADSQUACY RATINGS OF ALL TENNESSEE COUNTY EXTENSION AGENTS, ACCORDING TO TENURE, FOR SELECTED ABULT LEADERSHIP TRAINING NEEDS

	-							
	Torer	1 - 5	6 - 10	11 - 15	STRUCT 71	tenure Periods		
Adult Leadership Iraining Need	Reting	yrs. (N=108)	yra. (N=52)	yra. (N=65)	, Are.	21 - 25 yrs.	25 - 30 VER.	- IE
1. Know how to identify and recruit adult	Concession	Av. Rac.	Av. Rat.	Av. Rat.	Av. Rat.	(N=33) Av. Rat.	(N=16) Av. Rat.	(M=16) Av. Ret.
2. Able to select, train, and work with advisory and action committees	1.7	1.6	29°	1.7	9.1	1.9	9.1	:
3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders	1.7	1.7	1.6	1.9	1.7	. 6.1	1.7	, ,
4. Know how to train adult volunteer leaders 5. Know how to utilize and supervise adult	. 1.8 1.8	1.7	1.9	1.7	1.7		1.8	6.1
6. Know what adult wolunteer leaders need to know 7. Able to perform leadership and of	2.0 2.0	1.8	1.7	o	6.1	1.7	1.7	1.7
8. Familiar with number and quality of different kinds of leaders.	2.0	2.1	2.1	2.1	1.9 2.2	2.1	2.0	2.1
9. Know the history of leadership cooperation in the county	2.0	2.1	2.1	2.0	2.0	2.0	1.9	2.2
10. Have a morking definition of the term "leadership"	2.0	1.9	2.0	2.0	2.0	2.2	. 6.7	1.9
.ii. Understand professional leadership role Combined Average Rating	2.4 1.9	2.3	2.4	2.5	2.2	2.5	2.0	2.5
				9	5.0	2.1	0.1	

TABLE XVI

AVERACE ADEQUACY RATINGS OF MEN COUNTY EXZENSION AGENTS, ACCORDING TO TENUIR, POR SELECTED ADULT LEADERSHIP TRAINING NEEDS

1. Know how to identify and recruit actit volunteer leaders 2. Able to select, train, and work with actiancy and action committees 3. Able to write descriptions of tasks willing to turn over to adult volunteer leaders 4. Know how to train adult volunteer leaders 1.8			Av. Rat.	(N=64)	(K=37)	77.8. (7=20)	77.8. (N=13)	756. (#14)	•
risory ling to	-				- 180	AV. 166	Av. Kat.	Av. Rat.	
22 26 111 121 121		1.7	1.7	60	1.5	2.0	1.8	2.0	
	-	1.7	1.7	1.9	1.8	1.9	1.7	50°	.4
4		6-1	2.0	6.1	1.5	0.=	. 9.1	1.4	
3. Know how to utilize and supervise add:	A	7.7	eo 	1.7	65. ₩	6.1	1.8	1.5	
	-	1.7	1.7	8.1	8.1	8.1	1.7	«	
-	-	1.9	2.1	2.0	1.8	2.1	1.8	9:1	•
8. Familian with number and quality of	Ħ	n. 1	5.0	2.0	2.0	2.5	1.9	1.7	
different kinds of leaders 9. Know the history of leadership cooperation	,	2.2	2.2	2.1	2.1	. 0.2	₩.	1.9	
10. Have a working definition of the term	-	1.9	1.9	2.3	2.3	2.5	1.4	2.0	
11. Understand professional leadership man	8	2.3	2.4	2.4	2.2	4.	2.0	1.9	
	7	2.1	2.4	2.1	2.4	2.3	1.2.	1.9	
1.9	1	1.9	2.0	2.6	6.1	2.1	1.8	8.1	

IABLE KVII

AVERAGE ADEQUACY RATINGS AND TOTAL AVERAGE RATINGS OF WOMEN COUNTY AGENTS, ACCORDING TO TENURE, FOR SELECTED ADULT LEADERSHIP TRAINING NEEDS

	24.5							ŧ	ı
Adult Leadership Training Need	Total (N=149) Av. Rat.	1 = 5 yrs. (N=65) Av. Rat.	6 - 10 yrs. (N=27) Av. Ret.	10 - 15 yrs. (R=21)	16 - 20 yre. (N=18)	21 - 25 yre. (M=13)	2630 yrs. (H=2)	31 - 774. (N=2)	
1. Know how to identify and rectuit adult					. P.	AV. KEE.	Av. Rat.	Av. Rat.	
2. Able to select, train, and work with advisory	1.6	1.6	1.6	1.7	. F. S.	1.8	1.5	.?!	
and action committees 3. Able to write descriptions of tasks willing	9.4	1.7	1.5	1.8	1.6	9.	1.0	1.9	,*
to turn over to adult volunteer leaders 4. Know bow to train adult volunteer leaders	æ, .	4.4	8.1	1.5	1.9	1.8	2.0	2.5	, i
5. Know how to utilize and supervise adult	0:-	X	8 0,	5.0	1.9	1.7	1.5	1.8	•
6. Know what adds to the control of	1.8	8.1	1.7	2.0	6.1	1.7	,	,	
7. Able to perform leadership role effections	2.0	2.1	2.0	9.1	2.0	5.1	. 17		
8. Familiar with mumber and quality of	2.0		2.2	2.0	2.3	2.2	2.0	.0.1	
ullierent kinds of leaders 9. Know the history of leadership cooperation	2.0	5.0	2.0	2.0	2.0	2.0	2.0	7	•
in the county 10. Have a working definition of the term	2.0	e. 4	2.1	2.1	2.1	5.0	1.9	1.9	
11. Understand professional leadership role	2. 2	2.3	2.2	2.4	2.3	2.4	2.0	. 0.2	
Combined Average Review	?	2.5	7.4	4.	2.5	2.8	2.5	2.5	
	1.9	1.9	1.9	5.0	2.0	2.0	1.8	6.1	

TABLE XVIII

NUMBERS, PERCENTS, AND RANKINGS OF DISTRICT SUPERVISORS, ALL AGENTS COMBINED, AND MEN AND WOMEN AGENTS SEPARATELY, SELECTING ADULT PRIORITY LEADERSHIP NEEDS

	Dist.	Super	Α.	-		:	ŀ					
	, N	(N-15)	₹`	All Agencs	ents	Į,	Men Agents	ints	HOH	en Ag	Women Agents	
Adult Leadership Training Need	N Z	Rank	Z	(N=345) % R	5) Rank	ວ •	(N=196)		ت :	(N=149)	. 🖘 '	
 Know how to identify and recruit adult volunteer leaders 	m	20 3	e e	5	-	1	,	Vank	2	,e	Rank	
2. Able to select, train and work with		1	}	i	4	7	ν .	-4	22	15	====================================	
advisory and action committees	1	1	12	4	4	4	7	κJ	œ	Ŋ	m	
o. Aure to Write descriptions of tasks willing to turn over to adult volunteer leaders	ng 2. 1	. 4	80	8	ĸν	N	-	, ^	v) <u>u</u>	. ;
4. Know how to train adult volunteer leaders	4 27	7 2	23	7	7	11	و ا	. 0	2	t co	n 6	
5. Know how to utilize and supervise adult leaders	9	1	12	4	4	vc	~	٠ <	! 4	,	j i	
 Know what adult volunteer leaders need to know 	2 13	7	α			,	,	,	.' D	4	n	
7. Able to perform leadership role effectively	· ·)	4	n	า	7	۵	'n	m	9	
8. Familiar with number and quality of	-	n	t	1	1	ı	ſ		ı	i	1	
utificient kinds of leaders 9. Know the history of leadership	! !	ı	7	ı	7	1	t	ı	=	-	ω,	
Cooperation in the county 10. Have a working definition of	1	1	ო	-	ø	ı			ო	8	7	
3	1	ı	7	ı	7	÷	-	eó.	•			
12. Total Adult Leadowski T	1	,	a	ı	7	-	-	œ	'		ï	
caucisiiip iraining area*	3 20	n	15	4	e)	œ	4	6	7	2	4	

*Number, percent, and rank of agents and supervisors who selected the over-all area of Adult Leadership as a priority need.

TABLE XIX

NUMBERS, PERCENTS, AVERAGE RATINGS, AND RANKING OF SELECTED PRIORITY ADULT LEADERSHIP TRAINING NEEDS OF COUNTY EXTENSION AGENTS, BY PERCENT OF TIME DEVOTED TO 4-H AND BY STATE TOTALS

ning Need ify and recruit adult srain and work with ion committees criptions of tasks willing adult volunteer leaders se and supervise adult lunteer leaders fleadership role effectively er and quality of fleadership e county inition of the ional leadership role ship Training area* 1		State Total	e To	+ a +			970							
It adult It adult N			֝֝֝֝֝֜֜֜֝֝֝֜֜֜֝֝֓֜֝֝֓֓֓֓֓֓֜֝֡֓֓֓֓֜֝֜֜֜֝֓֓֓֓֡֜֜֝֡֓֜֜֜֡֓֡֓֜֡֡֜֡֓֜֡֡֓֜֜֡֡֜֝֡֓֡֜֜֝֡֡֓֜֡֡֡֜֝֡֓֜֡֡֜֝	1	_		424		25 t	0 75%	*	75 -	1001	
tt adult With Wi	Training Nood					II E	57)		Ę,	86)		2		•
it adult 39 12 1 7 5 1 13 15 1 19 19 with 12 4 4 2 1 5 5 6 2 5 5 asks willing 12 4 4 2 1 5 5 6 2 5 5 ir leaders 2 5 1 1 6 4 5 3 3 3 3 er leaders 2 5 1 1 6 4 5 3 3 3 se adult 12 4 4 5 3 3 4 5 3 3 4 6 4 rs 8 2 5 2 1 5 2 4 4 4 effectively	ייייון איייי			Rank	Z	K	RATIO		6	֓֞֞֜֜֞֜֜֞֜֜֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֡֓֓֡֓֓֓֡֓	2	٠	107)	
with with 12 4 4 2 1 5 5 6 2 5 5 5 6 2 5 5 6 2 8 8 8 8 8 11 1 1 1 1 1 1 1 1 1 1 1 1	ų							.[•	P. B.	5	- 1	Rank	1
asks willing ir leaders 8 2 5 1 1 6 4 5 3 3 3 ier leaders 23 7 2 5 3 2 5 6 2 14 14 se adult is a dult is 8 2 5 2 1 5 2 4 4 4 rs 8 2 5 2 1 5 2 4 4 4 reflectively 2 2 y of iip role 1 - 6 1 1 6			12	-	7	ν,	₩,	13	15	Ħ	19	19	-	
asks willing r leaders 8 2 5 1 1 6 4 5 3 3 3 er leaders 23 7 2 5 3 2 5 6 2 14 14 se adult 12 4 4 5 3 3 4 5 3 4 4 rs 8 2 5 2 1 5 2 4 4 4 rs effectively 2 2 ilprole 1 - 6 1 1 6	d action committees	12	4	4	. 2	~	ιń	,		r	U	ı		
re leaders 8 2 5 1 1 6 4 5 3 3 3 3 6 14 14 se adult	e descriptions of tasks willing						1	1	•	7	Λ	^	4	
se adult se adult 12 4 4 5 3 2 5 6 2 14 14 rs se adult 12 4 4 5 3 3 4 5 3 4 4 rs effectively	r to adult volunteer leaders		7	ς.	1	-	ۻ	4	ď	۲	r	r		•
se adult 12	e F	23	7	. ~	, ,	£4,	Č	· u	۱ (, (· ;	າ :	٥	
rs 8 2 5 2 1 5 2 4 4 4 effectively	S				ı	•	ı	5	5	٧	7	14	8	
rs 8 2 5 2 1 5 2 4 4 4 effectively) . I	12	4	•	u	ç	6	•						
effectively	ult volunteer leaders	!	•	F	1	1	ກ	4	ا	m	4	4	Ŋ,	
effectively	need to know.	α	ç	ш	c		ı	·.						
y of)	1	n	N	्र इ	'n	N	8	4	4	4	2	
1 - 7 2 2 3 1 6 2 2 4 1 1 ifprole 1 - 6 1 1 6		ı	1	ı	t	ı	ı	i	!	1	1	ı	1	
3 1 6 2 2 4 1 1 ilp role 1 - 7 1 1 7		_	(7					٠,			,	1	
3 1 6 2 2 4 1 1 1 - 6 1 1 6	tory of leadership	ı				i	1	1	•	1	7	7	~	
inprole 1 - 6 1 1 6	in the county	(~	_	ď								•		
	ng definition of the)		,	f	, [ı	N	۲.	₫.	=		œ	
	term "leadership"	-		u			,				,			
	rofessional leadership role		I	, c	⊣ ,	٦,	۔	1	ı	ı	ı	ı	ļ	
		•	•		- 4	-	<u> </u>	ı	!	ı	j	i	1	
		<u>ر</u>	.	m	4	m	4	c	ç	,	c	(,	

*Numbers, percent, and rank of agents who selected over-all adult leadership as a priority need.

TABLE XX

NUMBERS, PERCENTS, AND RANKINGS OF ALL TENNESSEE COUNTY EXTENSION ACENTS SELECTING ADULI PRIORITY LEADERSHIP TRAINING NEEDS, BY DISTRICT AND STATE TOTALS

								TWINT SINIS	3							
	State Total	-	Z						ı							
Adult Leadership Training Need	(N=345)	د. وي: يوان	5	(N=90)		District II (N=91)	11 T	70	District III (N=5.5)	111	183Q	District IV	≥	2	District	>
1. Know how to identify and recruit		1	=	Kank.	X	#E	Lank	z	pe	Lank	=	7 7	Rank	r.	(N=70)	1
Able to select, train, and work with	39 12	1	σ	1001	10	01	1	ø	1.5	a	m	80	-	ē		-
3. Able to write descriptions of tasks willing to turn over to sdult	12 4	4	m	m m	4	4	m	. =	8	4	ı	1		4	9 9	.ĵ • m
Wolunteer leaders. 4. Know how to train adult volunteer leaders	8 2 2 2 7	N W	64 EV	2 4	→ <i>v</i>		'n	-	7	7	-	m	m	m	4	4
adult volunteer leaders	-	,		•	1	n	N	M	'n	М,	ı	1	ı	ڼ	0	~
6. Know what adult volunteer leaders need to know	7 .	4	m	en en	ব	4	ю	8	4	m	8	17 1	~	-		ń
7. Able to perform leaderable role effectively	N 10	~	a	1 5	1	ı	ı	=	7	4	ı	·		vo	01	~
8. Familiar with number and quality of different kinds of leaders		1 1	ı	1	1	•	ı	1	,	1	ı	,			ı	
9. Know the history of leadership cooperation in the courty	i .	,	ı	,	1	1	ı	,			,	,			=	'n
10. Have a working definition of the term "leadership"	-i	, م		'ı		-	5	8	4	m		,		,	1	
 Understand professional leadership role Total Adult Leadership stant 	1 1 1			ก็ท	1 1	1 1		j 1	. ,	, ,	ı	•		,		
	13 4	_	3	5	74	7	. 4	m		1 N	1 10	1 10		i e		

Mumbers, percents, and rankings of agents who selected the over-all adult leadership area as a priority.

TABLE XXI

AVERAGE ADEQUACY RATINGS* AND RANKINGS** FOR ALL TENNESSEE COUNTY EXTENSION AGENTS FOR SELECTED JUNIOR LEADERSHIP NEEDS AS PERCEIVED BY THE AGENTS AND BY THE SUPERVISORS

	nior Leadership	Agent (N=345		Supervi (N=15	
<u>T1</u>	aining Need	Av. Rat.	Rank	Av. Rat.	Rank
1.	Know how to train junior leaders	1.8	1 ,	1.5	1
2.	Know how to utilize and supervise junior leaders	1.9	2	1.5	. 1
3.	Able to write descriptions of tasks willing to turn over to junior leaders	1.9	2	1.5	1
4.	Know how to identify and recruit junior leaders	1.9	2	1.8	3
5.	Know what junior leaders need to know	2.0	3	1.6	2
6.	Understand the relation of junior and adult leadership roles	2.1	4	1.9	4
	Combined Average Rating	1.9	-	1.6	· #

*Weighted values were assigned to the different categories of perceived training adequacy as follows: "not at all" well-trained - 0.0 to 0.5, "not very" well-trained - 0.5 to 1.5, "fairly" well-trained - 1.5 to 2.5, and "very" well-trained - 215 to 3.0.

**Rank order was based on the weighted scores pertaining to the category of perceived training adequacy. Needs presented in all similar tables are presented in this same order.



TABLE XXII

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY EXTENSION AGENTS FOR SFLECTED JUNIOR LEADERSHIP TRAINING NEEDS BY STATE TOTALS AND BY DISTRICT SUPERVISORS

•		State Total (N=15)	otel)	District 1 (N=3)	ot a	District II	t II	District III	III	District IV	t IV	District V	, A .
뤼	Junior Leadership Training Needs	Av. kat.	Rank	Av. Rat.	Renk	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Pat.	1
ને ",	1. Know how to train junior leaders	1.5	-	1.3	-	j.3	7	1.3	-	1.7	-	1.7	~
7	 Know how to utilize and supervise junior leaders 	1.5	a	3	-	1.7	m	1.3		1.7		1.7	. ~
ų	 Able to write descriptions of tasks willing to turn over to junior leaders 	1.5	-	. 2.0	m	1.0	-	1.7	N	7.1			! -
4	. Know how to identify and recruit junior leaders	8.1	m	2.0	m	2.0	4	1.7		: :] [• (
ย่า	5. Know what junior leaders need to know	1.6	8	1.6	8	1.7	m	1.3	٠ -	2.0	• •	: :	, ,
9	Understand the relation of junior and adult leadership roles	1.9	4	2.0	m	2.0	•	1.7	~	2.0	۰ ،		
	Combined Average Ratings	1.6	١,	1.7	2 1	1.6	1	1.5	į	. 40	i i	9:1	, ,

TABLE XXIII

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE COUNTY EXTENSION AGENTS, AS SEEN BY MEN AND WOMEN DISTRICT SUPERVISORS,
FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

		MEN	& WOMEN SU	JPERVIS	ORS (
Junior Leadership	State N=15	Tot.	Men (N=10)		Women (N=5)	
Training Need	Av. Rat.	Rank	Av. Rat.	Rank	Av. Rat.	Rank
1. Know how to train junior leaders	1.5	1	1.3	1	1:6	2
2. Know how to uitlize and supervise junior leaders	1.5	1	1.4	2	1.6	2
3. Able to write descriptions of tasks willing to turn over to junior leaders) - 1.5	1	1.3	1	1.7	3
4. Know how to identify and recruit junior leaders	1.8	3	1.6	3	2.0	4
5. Know what junior leaders need to know	1.6	2	1.7	4	1.4	
5. Understand the relation of junior and adult leader-ship roles	1,9	4	2,0		1.8	3
Combined Average Ratings	1.6	=	1.6	- -	1.7	-

TABLE XXIV

AVERAGE ADEQUACY RATINGS AND RANKINGS OF ALL TENNESSEE COUNTY EXTENSION ACENTS, BY DISTRICT AND STATE TOTALS, FO. SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

	Seere Constitution								
Junior Leadership Training Need	1 (1) 14 1 (1) 14	본	District I (N=90)		District III (N=55)	111	District IV	District V	•
I. Know how to train junior leaders.				av. Kat. Lank	Av. Ret.	Renk	Av. Kat. Kank	Av. Lat. Land	
2. Know how to utilize and supervise	8.1		1.9 1	20. 2	1.5	. - .	1.8	1.8	
3. Able to write descriptions of tasks	1.9	T.	1.9 1	2.0 2	1.7	~	1.9 2	2.0	
4. Know how to identify and rectuit	1.9		2.0 2	2.0 2	1.7	, N	2.0	1.9 2	• .
5. Know what junior leaders need to know 6. Understand the relation of junior	2.0		1.9 1	1.9 1 2.1 3	1.6	m', 4	2.0 3	2.0	
Combined Average Ratings	2.1 4		2.1 3	2.2	. 5.0	· ·	2.0 3	2.2 \$	•
				2	eo ⊶ .	1	2.0	2.0	

TABLE XXV

AVERAGE ADEQUACY RAIINGS AND RANKINGS OF TENNESSEE COUNTY HEN EXTENSION AGENTS, BY DISTRICT AND STATE TOTALS FOR SELECTED JUNIOR LEADERSHIP TRAINING WEEDS

Junior Leadership Training Need	State Total (N=196)	보드	District (N=53)	# 21	District II (N=47)		District III (M=29)	ш	District IV	AI .	District V	, >
	AV. MAE.	Kank	Av. Rat.	Renk	Av. Rat. R.	Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av Rar	a. Bear
1. Know how to train junior leaders	1.7		1.7		1.9	63	1.3	_	-			
2. Know bow to utilize and supervise juniot leaders	1.9	7	6,	~	· •				•	,	P .	-
Able to write descriptions of tasks				•	?).;	~	1.8		2.0	m
willing to turn over to junior leaders	1.9	7	1.9	m	2,0			c		•		
. Know how to identify and recruit	* .	•					ì	٠.	, ,	: n	1.7	7
	1.9	74	1.9	m	1.7	,	8:1	e	1.9	N	2.0	· Fr
J. know what junior leaders need to know	1.9	7	1.9	.; m	2.0		80.		•	•		,
Understand the relation of junior								,	9.	7	1.7	7
tenderapip roles	2.0	m	2.0	4	2.1 4		6,1	4	•	•	•	
Combined Average Rating	1.9	ı	-	ı	(•	2	1	o.7	m
			;		2.7		1.7	•	6.1	•	α-	

CABLE XXVI

AVERAGE ADEQUACY RATINGS AND RANKINGS OF TENNESSEE WOMEN COUNTY EXTENSION AGENTS, BY DISTRICTS, FOR SELECTED JUNIOR LEADERSHIP TRAINING MEEDS

			State Total (R=149)	otel.	Dist	District I (R=37)	District II (N=44)	et 11 53	District III (N=26)	t 111 6)	District IV (N=15)	A C	District V (N=27)	⊁ . જે જે
S	Junior Leadership Training Need		Av. Rat.	Rat. Rank	Av. Rat.	it. Rank	Av. Rat.	Rank	Av. Rat.	Rank	Av. Kat.	Rank	Av. Rat.	Rank
	Know how to train junior leaders		6.1	#	2.0	4	2.2	m	1.7	. ~	1.7	.	1.9	-
	Know how to utilize and supervise junior leaders		6 .	; ====================================	2.0	74	2.1	74	1.6	H	2.0	п	5.0	. 7
	Able to write descriptions of tasks willing to turn over to junior leaders		1.9	=	2.0	N	2.0	#	1.7		2.0	, m	2.0	N
	4. Know bow to identify and recruit junior leaders		1.9	=	1.9	=	2.0	·	1.7	พ	2.0	/ · ˈm	5.0	N
	Know what junior leaders need to know	. •	2.1	71	2.1	m	2.2	m	6.	m	1.9		2.2	m
	 Understand the relation of junior and adult leadership roles 	÷	2.1	~	2.5	4	. 2.2	m	2.0	4	1.9	М		
	Combined Average Retings		0.2	. !	c		. 6		9				•	

TABLE XXVII

SELF-PERCEIVED JUNIOR LEADERSHIP TRAINING NEEDS OF COUNTY
EXTENSION AGENTS BY SEX AND BY TOTAL GROUP

		·	AGEN	T GROUP		
	All Agenta (N=345		Men Agents (N=196		Women Agents (N=149)	
	Av. Rat.	Rank	Av. Rat.		Av. Rat.	
1. Know how to train junior leaders	1.8	1	1.7	1	1.9	1
 Know how to utilize and supervise junior leaders 	1.9	2	1.9	2		<u>.</u>
3. Able to write descriptions of tasks willing to turn to junior leaders	1.9	2	1.9	2	1.9	1
4. Know how to identify and recruit junior leaders	1.9	2	1.9	2	1.9	1
 Know what junior leaders need to know 	2.0			-	1.9	1
6. Understand the relation of junior and adult leader-ship roles	2.1	3	1.9	2	2.1	2
	Z.1	4 .	2.0	3	2.1	2
Combined Average Rating	1.9	-	1.9		2.0	

TABLE XXVIII

PERCENTS OF ALL TENNESSEE COUNTY EXTENSION AGENTS IN DIFFERENT LEVELS OF SELF-PERCEIVED TRAINING ADEQUACY ON SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

Junior Leadership	Very Well-trained	Fairly Well-Trained	Not very Well-trained	Not-at-all	Does not	No
Tariffic Meed	Percent	Percent	Percent	Percent	Percent	Percent
1. Know how to train junior leaders	6	Š				
2. Know how to utilize and			18	.1	æ	'
Supervise junior					¥ .	, ,
leaders	17	60	12	ç		ļ
3. Able to write describ-			•	٧	.	,
tions of tasks willing					-	
to turn over to			-			
junior leaders	18	55	41		·.	
4. Know how to identify and	*))) (1) (2) (3)	?		: 20	, M
recruit junior leaders	22	56	~		. I	
5. Know what junior leaders			}	I	•	8
need to know	20	61	2	•		:
6. Understand the relation		•	!	- 1	3	7
of junior and adult						***
leadership roles	25	09	1	ç		
				7	†	7

TABLE XXIX

PERCENTS OF TENNESSEE COUNTY MEN EXTENSION AGENTS IN DIFFERENT LEVELS OF SELE-PERCEIVED TRAINING ADEQUACY, ON SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

Well-trained apply	12
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rercent Fercent	r Fercent
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α	r
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*	• (
:	N
	•
*	
	4

TABLE XXX

PERCENTS OF TENNESSEE COUNTY WOMEN EXTENSION AGENTS IN DIFFERENT LEVELS OF SELF-PERCEIVED TRAINING ADEQUACY ON SELECTED JUNIOR LEADERSHIP TRAINING NEEDS (N=149)

•	•	. • •	\mathbb{N}_{Z}		1. 1.		
3	response		m	4	* · · · · · · · · · · · · · · · · · · ·	8	N
Does not	apply Percent	7	'n	9	ار	m	—
Not-at-all	Well-trained Percent			•			: : 1
Not very	Percent	14		=	11	«	7
Fairly Well-trained	· .	95 ° 1	58	22	88	09	09
ned		24	77	27	24		30
Junior Leadership	train .	Junior leaders 2. Know how to utilize and	Able to write descriptions of tasks willing to the	6. Know how to identify and	5. Know what junior leaders need to know	6. Understand the relation of junior and adult	reguership roles
Jur	1:		'n	4	ν, *	D .	

TABLE XXXI

STATE AVERAGE ADEQUACY RATINGS AND RANKINGS FOR TENNESSEE COUNTY EXTENSION AGENTS, BY PROPORTION OF TIME DEVOTED TO 4-H PROGRAMS, FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

 		Percent of	Time Devoted to	4-H Work	
Av. Rat. Rank Av. Rat. Rank 1.5 1 1.8 1 1.5 1 2.0 2 1.6 2 2.0 2 2.0 2 3.0 4 1.6 2 2.1 3 1.8 3 2.2 4 1.6 - 2.0 -			25 to 75% (N=86)	75 - 100% (N=102)	
1.5 1 2 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	unior Leadership Training Need	Rat.	Av. Rat.	Av. Rat. Rank	뇓
1.5 1 1.6 2 1.6 2 1.8 3	. Know how to train junior leaders	1.5	1.8 1	2.0 1	.:
1.5 1.6 2 mow 1.6 2 1.8 3 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6	W Know how to utilize and supervise junior leaders	1.5 1	2.0 2	2.1	
1.6 2 1.6 2 1.8 3	. Able to write descriptions of tasks willing to turn over to junior leaders	1.5	2.0	2.1 2	
2 1.6 2 1.8 3 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6	. Know how to identify and recruit junior leaders	1.6	2.0 2	2.1 2	
1.8		1.6	2.1 3	2.2 3	
Combined Average Rating	. Understand the relation of junior and adult leadership roles	1.8	2.2 4	2.3	
	Combined Average Rating	1.6	2.0 -	2.1	

TABLE XXXII

COMPARISON OF SELF-PERCEIVED TRAINING NEEDS RELATED TO SELECTED JUNIOR LEADERSHIP TRAINING AREAS, BY DISTRICT, OF EXTENSION ACENTS DEVOTING LESS THAN 25 PERCENT OF THEIR THE TO 4-H PROGRAMS

Junior Leaderabin Transment	(K=157)	Utstrict I (N=45)	District II	District III	District IV	N estrated
	Av. Rat. Rank	Av. Rat. Rank	Av. Rat. Renk	Av. Rat. Rank	Av. Rat. Bank	(16:32)
2. Know bow to utilize and supervise	1.55.1	1.4 2	1.8	1.4 3	1	1.6.1
Junor leaders 3. Able to write descriptions of tasks -willing to pro-	1.5 1	1.5 3	1:7 1	1.3 2	1.7 2	1.6
L. Know how to identify and recruit	1.5 I	1.3	1.7	1.2 . 1	e	1.7
5. Know what junior leaders need to know	1.6 2	1.6 4	1.7 1	1.4	2.1 E	1.7 2
 Understand the relation of junior and adult leadership roles 	1.6 E	1.7		,	e .	1.9
Combined Average Lating	9:	1.5	1.8	1.7	2	2.2

TABLE XXXIII

AVERACE SELF-PERCEIVED ADEQUACY RATINGS OF TEMBESSER COUNTY EXTENSION AGENTS DEWOTING FROM 25 TO 75 PERCENT OF THEIR TIME TO 4-H WORK, FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS, BY DISTRICT

	. 5,	N N	itate Total (M=86)	tal	A	District (N=23)	H H =	Diet.	District II (N=25)	District (M=9)	District III	District	District IV	District V	A ic
Jumor Leadership Training Reed		AV.	. Kat. Rank	Rank	¥	Av. Rat.	Kenk	Av. Rat.	st. Rank	Av. Rat.	Mank	Α,	c. Rank	Av. Rat.	Rank
1. Know bow to train junior leaders		-	æ	=	N	2.2	-	2.1	-	7.1	=	1.7	-	1.8	-
2. Know bow to utilize and supervise junior leaders		7	2.0	8	N	2.2		2.1	, , , , , , , , , , , , , , , , , , ,	1.8	m	# 6.		2.2	ú
Able to write descriptions of tesks willing to turn over to junior leaders		N	2.0	7	N	2.3	8	2.1		2.1	'n	2.0		60 	-
Know how to identify and recruit		ri	2.0	8	N	2.3	N		-	1.7	N	-	•		
Foot what junior leaders need to know		2.1	-	m	N	2.3	N	2.3	84	2.1	'n	2.	, ,,	6.1	n N
6. Understand the relation of junior and adult leadership roles		N	2.2	4	74	2.3	~	2.1	. =	2.0	4	2.0	4	2.4	
Combined Average Ratings		N	2.0		. ~	2.3		2.1		6.1	, 4, 1	1.9	•		

TABLE XXXIV

AVERAGE SELE-PERCEIVED ADEQUACY RATINGS, WITH RESPECT TO SELECTED JUNIOR LEADERSHIP TRAINING NEEDS OF TENNESSEE COUNTY EXTENSION AGENTS DEVOTING FROM 75 THEOR TO 4.4 PROGRAMS, BY DISTRICT

	Stat	(N=102)	District I (N=22)	let I 22)	District II (N=23)	11	bistrict III (N=20)	111	District IV	VI.	District	
cuntor reductions training need	Av. R	Rat. Rank	Av. Rat.	Renk	Av. Rat. Renk	Remik	Av. Rat. Rank	Kank	Av. RAE.	Rank	Av. Rat.	Lenk
1. Know bow to train junior leaders	2.0	=	2.1	7	2.3	~	1.8	-	2.0	-	2.0	-
2. Know how to utilize and supervise junior leaders	2.1	 M	2.1	8	2.3	7	1.9		2.2	. ~	5.0	-
3. Able to write descriptions of tasks willing to turn over to junior leaders	2.1	7	2.3	4	2.1	-	2.1	4	2.2			· .
. Know how to identify and recruit junior leaders	2.1	N	2.0	H	2.3	84	. 6	eri e	2.2	، ر		•
. Know what junior leaders need to know	2.2	m	2.2	m	2,3	N	2.1		. 2	1 10	7 7 7	, e
Understand the relation of junior and adult leadership roles	, v	4	2.4	'n	2.5	m	2.1	4	2.5	~	5.2	
Combined Average Rating	2.1	. , 1	2.2	. 1	2,3		0,0		ç			,

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2	į

AVERACE ADDOUACY RATINGS AND TOTAL AVERACE RATINGS FOR ALL COUNTY EXTENSION AGENTS, ACCORDING TO IRAURE, FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

	Creek							
Junior Leadership Training Reed	Total (N=345) Av. Rat.	1 - 5 yrs. (M=108) Av. Rec.	6 - 10 yrs. (N=52) Av. Ret.	11 - 15 yra. (N=65)	16 - 20 yre. (N=55)	21 - 25 yxe. (№33)	26 - 30 yrs. (№16)	31 + yrs. CM=16)
Know bow to train junior leaders	1.8	6.1	٠,			AV. Kat.	- 1	Av. Lat.
Z. Know bow to Essize and supervise junior leaders	6		?). 1	***	1.7	1.4	1.5
- Able to write descriptions of tasks williams			2.0	2.0	60.	8 . €	1.7	1.6
to turn over to junior leaders	6. 1	2.1	2.1	9	•		-	
. Know how to fuentify and recruit junior leaders	-			9	 	80	1.9	4.1
Koow what junior leaders need to bear	1	7.7	0	6.1	6.I	1.8	1.7	1.6
6. Understand the relation of limitar and alice	7.0 7.0	2.7	2.1	2.0	1.9	2.1	1.9	1.6
lesdership roles	2.1	2.5						: - - -
Combined Average Ratines		-: . !	:	1.7	1.2	2.5	2.0	1.6
	e. I	2.1	2.1	2.0	1.9	6.1	e ;	-
							2	

TABLE XXXVI

AVERACE SELF-PERCEIVED ADEQUACY RATIMGS AND TOTAL AVERAGE RATIMGS FOR MEN COUNTY EXIENSION AGENTS, ACCORDING TO TENURE, FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

		01 - 0	31 - 1				,
Junior Leadership Training Need	(N=196) yrs. (N=196) (N=42) Av. Aat. Av. Rat.			XF8. (N=37)	21 - 25 yrs. (#=20)	26 - 30 yrs.	+ 1
1. Know how to train junior leaders			1	NV. Rat.	Av. Rat.	Av. Pat.	AV. Est.
2. Know how to utilize and supervise junior leaders	1.8		6.1	1.6	1.6	1.3	7.1
3. Able to write descriptions of tasks willing to turn over to junior leader.	2.0	2.0	2.0	1.9	1.8	1.7	1.7
. Know bow to identify and recruit junjor leaders	1.9 2.0	2.0	٠ •	6.	2.0	in e	ř
5. Know what junior leaders need to know	1.9 2.0		2.0	2.0	6.1		: :
. Understand the relation of juntor and adult leadership roles			0	1.8	80	1.5	9
Combined Average Rating	2.0	2.2	2.2	2.0	2.2	2.5	
	1.9 2.0		2.0	1.9			?

TABLE XXXVII

AVERAGE SELF-PERCEIVED ADEQUACY RATINGS AND TOTAL AVERAGE RATINGS FOR WOHEN COUNTY EXTENSION AGENTS, ACCORDING TO TENUNE, FOR SELECTED JUNIOR LEADERSHIP TRAINING NEEDS

	State	5 - 1	9		Tenure in Years	Years		
	Total	VIE.	yre.	718.	16 - 20 VI	21 - 23	26 - 30	+ 15
contor Leadership Training Need	Av. Rat.	Av. Rat.	(N=27) Av. Rat.	(#=21) Av. Ret.	(81±18)	(E 13)) (8±2)	i î
1. Know how to train junior leaders	•				THE MOST	AV. Kat.	Av. Rat.	Av. Rat.
100	6.1	2.0	2.0	2.1	2.0	9 9	9.	-
3. Able to write descriptions of tasks willing	9,1	2.2	1.9	1.9	1.7	6.1	80.7	3
to turn over to junior leaders	•	-		.•				
4. Know how to identify and recruit funior landers		i	7.0	2.0	8.1	1.8	1.7	1.6
5. Know what junior leaders need to be	ъ.	7.7	2.0	1.8	2.5		1.5	5.1
6. Understand the relation of junior and	2.1	2.1	7.7	2.0	1.9	2.2	2.5	1.6
adult leadership roles	2.1	4.	2.2	1.9	2.3	ŗ	•	
	2.0	2.2	2.0	5.0		;	5. 5	
			- [;	?	2.0	1.9	7.6

TABLE XXXVIII

NUMBERS, PERCENTS, AND RANKING OF DISTRICT SUPERVISORS, MEN, AND WOMEN COUNTY EXTENSION AGENTS SELECTING PRIORITY JUNIOR LEADERSHIP TRAINING NEEDS, BY STATE TOTALS

	7.20	c									
Junior Leadership Tours	S)	oist. Super (N=15)	A11	All Agents (N=345)	X.	Men Agents	nts	W.O.	en A	Women Agents	'n
Latining Need	Z	% Rank	N	Rank	2	(361 <u>-</u> ⊌)		Ë,	(N=149)	<u> </u>	
1. Anow how to train junior leaders					•	1	Mank	z		Rank	
2. Know how to utilize and supervise		! !	<u>ი</u>	7	4	7	1	4	ო	. 7	ı
ł	-		•		ī					. ;	
3. Able to write descriptions of tasks	•	-1 .	9	m	7	7	9	4	E	.8	1
			•)
	,	1	α		(ŧ					
4. Know how to identify and recruit			9	7	m	7	2	2	: ന	-	•
Junior leaders	. (,								
5. Know what funior leaders and	1		2	4	-4	1	8	4	m		
to know		÷)	ı	•
6. Understand the	1	I.	5 1	4	m	7	٥		-	,	
and adult loadeners			,					1	4	า	
rest teauersuip roles	1	1	1								
7. Total for junior leadershin areas	-		í ·	ı	ı		•	i	i	,	
	1	1	8		7		_				
							-		~	7	
t ages											

Number, percent, and rankings of District Supervisors and agents who selected a priority need

TABLE XXXIX

NUMBERS, PERCENTS; AND RANKINGS OF SELECTED PRIORITY JUNIOT LEADERSHIP TRAINING NEEDS OF TENNESSEE COUNTY EXTENSION AGENTS, BY PERCENTS OF TIME DEVOTED TO 4-H WORK

	II	٢			ı	1	` j```		,		
		0	•	Rank	1		,		7	,	4
		75 - 100	- (N=102)	14	4	N	ო	**	Ä		Ä
	Worl	12	7	Z	4	N	m	-		1	~
	Percent of Time Devoted to 4-H Work	75	_	Rank	1	. 2	2	m	. 7	1	7
	ted t	25 to 75	(N=86)	64	4	7	8	-	7	f	7
	Devo	2	:	z	က	7	8	7	8	ı	α.
	Time	3;	?	Kark	m	'n	ผ	7	m	ı	-
	t of	O TO 25	(/CT-N/	ø	H	-	2	7	-	t	ė,
	rcen		2	1	8	7	در	m [.]	7	ı	ហ
"	P R) (Ca.	Rank	4	,=	m .		4	4	1	2
	State Totel	(N=345)	. V-		m	2	, 8	-	-	,	2
	Sts	35	Z		برخ	9	∞	رک ر	^		œ
					1 - 1 - 1						
						يد	·	Ş	≱ 2		
				, ,	rvise	task	or it	ا د د	tor		
	. •		ed	0	uper	Junior leaders ole to write descriptions of t	juni ecru	- 0	juni	2 - C	
			2 N	Total	and s	tion	nd r	e S	n of	rol(
			aini	n iu	ize	Scrip	fy a	eade	atio	rshi	
		Ę	H.	trai	ut.1	ers e de	dents	ers lor 1	rel	eade	_
		40.40		v to	<u>.</u>	writ Tro	to 1	lead	d the	lor	
		רמם.		ho	hov	Junior leaders ble to write de Willing to turn	leaders ow how a	Junior leaders OW what junior	derstand the relation of jumple and adult leadership	jun	
		Jor	Secretain Paraining Need	I. Know how to train junior less	2. Know how to utilize and super	3. Able to write descriptions of willing to fact	leaders 4. Know how to identify and recru	Junior leaders 5. Know what junior leaders need	6. Understand the relation of jun	7. Total junior leadership areax	*
		Jul	١,	÷	7.	m'	4	٠ <u>.</u>	· •		

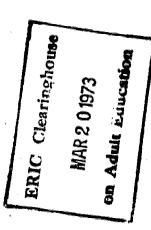
* Total number of percent and rank of agents who related the entire area of junior leadership priority training need

TABLE X

NUMBERS, PERCENTS, AND RANKINGS OF ALL TENNESSEE COUNTY EXTENSION ACENTS SELECTING PRIORITY JUNIOR LEADERSHIP TRAINING NEFOS. BY DISTORMEN AND COMMENT OF THE PERCENTING NEFOS.

N Z Rank N Z Rank N Z Rank N Z Rank N		vi	State Totals (N=345)	stals	0	District (N=90)	11 12	Ä	District II	Ħ	g.	District II	H	A A	District IV	A.	6	District	>
6 2 3 1 1 3 3 1 1 1 2 3 6 1 1 3 2 2 3 3 1 1 1 2 3 6 1 1 3 2 2 3 3 1 1 1 2 1 2 3 1 3 2 2 3 3 1 1 2 1 3 2 2 3 3 1 1 2 1 3 2 2 3 2 3 3 1 1 2 1 3 3 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	Cultor beacetanip Italning Need	æ	Ħ	Rank	æ	-7	Rank	E	-	Rank	ı	(S=35)	180	٦	型 2	1	ļ,	<u>1</u> 2	اً.
2. Know how to utilize and supervise 6 2 3 1 1 3 3 1 - 1 3 2 1 1 3 3. Able to write descriptions of tasks 8 2 2 3 3 1 1 1 2 1 2 3 - 1 3 6. Understand the relation of junior 9 2 2 2 2 2 2 2 2 2 2 2 3 2 1 1 2 2 2 3 2 1 1 2 7. Total Junior Leadership roles 7. Total Junior Leadership area* 8 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1. Know how to train junior leaders	6	, m	=	m	m	1	-	-	2	-		-		•			٠ [٠	Kank
3. Able to write descriptions of teaks 8 2 2 3 3 1 1 1 2 1 2 3 3 4 1 4 1 2 1 2 3 3 4 1 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	2. Know how to utilize and supervise junior leaders	vo	7	m	. .	=	m	m	eri	-			•		, ,	•	7	m	, ; N
for Know how to identify and rectuit for the following the following for the following followin	3. Able to write descriptions of tasks willing to turn over to junior leaders	60	N	'n	67		-		٠.	. ,	,	1.	1	-	n '	~	-	-	m
Juntor leaders 6 2 3 1 1 2 1 3 2 3 4 1	. Know how to identify and recruit	- -	I. *	!		,	•	-	4	~	-	Ñ	m	ı		ı	m	4	-
Understand the relation of junior	anton leaders	ø	8	m	-	٦,	m	-	-	8		,	,	=	m	8	۳	4	-
and adult leadership roles	Understand the relation of	'n	#	4	- ,	-	m	-	-	7		,	,	-	m	7		m	N
Latal Junior Leadership areat 8 2 2 2 2 2 2 4 2 2 5 5 5 5 5 5 5 5 5 5 5	and adult leadership roles		•	ı	,	1.	1 :	•	ı	,				ı	,	. ((
	!. Total Junior Leadership areas	€0	8	8	8	. 71	N	•		í	~	4		r			۱ (

rotal mabers, percent, and ranking of agents who selected the entire area of junior leadership as a priority need.



COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS

The University of Tennessee Institute of Agriculture and U.S. Department of Agriculture cooperating in furtherance of Acts of May 8 and June 30, 1914

AGRICULTURAL EXTENSION SERVICE

William D. Bishop, Dean

